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ABSTRACT

This booklet provides a brief review of programs selected by school administrative units in North Carolina that received mini-grants, funded by the Department of Public Instruction Support Services Area and designed to enhance educational programs. These exemplary educational programs were made available through the National Diffusion Network (NDN). Subject areas among NDN programs are mathematics, science, and technology, including use of the computer. There are also programs in writing, reading, language arts, social studies, and programs for gifted and talented student. Some programs are designed to improve inservice and preservice education, adult education, and health and physical education. A brief introduction to the booklet describes the work of the NDN. This is followed by descriptions of the programs that include information on: (1) what the program is; (2) what it provides; (3) the program's effectiveness and expectations; and (4) the North Carolina schools currently using the program. (JD)

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Effective Programs
Effective Schools

SP 030 803

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Introduction

During the 1985-86 school year, the Support Services Area of the Department of Public Instruction established the Mini-Grant Initiative. This initiative provides opportunities for local school administrative units to strengthen, expand, and enhance their educational programs using a minimum amount of time and resources, while gaining maximum benefits for students and teachers.

Funds from several programs in the Support Services Area—child nutrition, exceptional children, E.C.I.A. Chapter 1, E.C.I.A. Chapter 2, and migrant education—were pooled to support the mini-grant initiative. In December, 1986, the State Board of Education approved allocations totalling $302,640 for 82 separate mini-grant projects. Sixty-three (63) different administrative units received these grants, and thirty-two (32) different National Diffusion Network programs were adopted.

Our goal is to make every school in North Carolina an effective school, and we believe the installation of proven effective programs can help make effective schools.

"Effective Programs Make Effective Schools" provides a brief review of the programs selected by administrative units during the 1986-87 school year. I encourage you to read this publication to learn how some of North Carolina's schools are using NDN programs to strengthen the education of young people.

A. Craig Phillips, State Superintendent
Department of Public Instruction

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national diffusion network

SO. . .
YOU WANT TO KNOW MORE ABOUT THE NDN

WHAT IS THE NATIONAL DIFFUSION NETWORK?

The National Diffusion Network (NDN) is a federally funded system that makes exemplary educational programs available for adoption by schools, colleges and other institutions.

It does so by providing dissemination funds to exemplary programs, called Developer Demonstrator projects, for two purposes: (1) to make public and nonpublic schools, colleges and other institutions aware of what they offer, and (2) to provide training, materials and follow-up assistance to schools and others that want to adopt them.

NDN also provides funds to State Facilitators whose job is to serve as matchmakers between NDN programs and schools and organizations that could benefit from adopting the programs.

WHAT MAKES THE NDN DEVELOPER DEMONSTRATOR PROJECTS DIFFERENT FROM COMMERCIAL PRODUCTS?

Several important things. NDN Developer Demonstrator project staff do not just hand a program to a school and expect the school to figure out how to use it. Instead, NDN program directors help local schools adopt their programs to suit each school's unique needs. To do that, the director of the program provides training lasting from one day to a week or more to staff members in the adopting school. The director also provides follow-up assistance in the form of additional training, visits, telephone consultation and newsletters. Sometimes a program director or a State Facilitator arranges for all adopters of a particular program in a region or state to form a network so they can share successful approaches and solve common problems. All NDN services are provided at little or no cost to adopters.

HOW DOES NDN ASSURE THAT A PROGRAM IS EFFECTIVE AND WORTHY OF REPLICATION IN OTHER SCHOOLS?

Before a program can become eligible for funding as a part of the NDN, it must be approved by the Department of Education's Joint Dissemination Review Panel (JDRP). A program requesting a review by the panel must provide evaluation data that prove that the program is effective in the school in which it was developed or field tested, and that it could be used successfully in other schools. By October, 1984, 383 programs had been approved by the panel, and 90 of them were receiving federal dissemination funds to help other schools adopt them.

WHAT KINDS OF PROGRAMS ARE AVAILABLE FOR ADOPTION THROUGH THE NDN?

NDN programs can meet the needs of students of every age—preschool through adult—and the needs of teachers, administrators, and other school personnel.

Subject areas represented among the NDN programs are mathematics, science, and technology, including use of the computer and calculator for enhancing learning in various subjects. There are also programs in writing, reading, language arts, social studies, and programs for gifted and talented students.

Some programs are designed to improve pre-service and in-service teacher training. Other fields represented include special education, career and vocational education, adult education, and health and physical education. Some programs are directed toward processes to improve school administration and management and thereby improve instruction.

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IS IT POSSIBLE TO SEE A DEVELOPER DEMONSTRATOR PROGRAM IN ACTION?
Yes. Each Developer Demonstrator program receiving federal dissemination funds maintains a demonstration classroom or school where visitors are welcome. These programs are located across the United States. In addition, many of the programs have demonstration sites in states other than the one in which they were developed. NDN State Facilitators can arrange for visits to a demonstration school or to an adoption site.

HOW DOES A SCHOOL MAKE AN ADOPTION?
The first step is to contact one of the NDN State Facilitators. Their job is to help schools and other organizations learn about and adopt NDN programs. Often, for example, they hold "awareness conferences" featuring one or more NDN programs and invite educators to attend. They also work with educators in identifying the needs in a particular school and in determining which NDN program offers a solution. When a school decides to adopt an NDN program, the facilitator arranges for the program's developer to provide training to staff in the adopting school. In addition, if a school requires financial assistance to make an adoption, the facilitator usually knows about funding sources and procedures for applying for a grant under various federal, state or local programs or from private foundations or industry. Some facilitators sponsor meetings for administrators on how to apply for financial assistance.

WHAT IF THE PROGRAM A SCHOOL WANTS TO ADOPT IS LOCATED IN ANOTHER STATE?
That's no problem; the NDN was developed so that educators would have access to exemplary programs, whether these programs are located in the same state or not. NDN brings the program to the school or district that wants it.

HOW MUCH DOES IT COST TO ADOPT AN NDN PROGRAM?
The cost varies. NDN's aim is to provide adoption assistance at minimal cost. State Facilitators are supported by NDN grants, so there is no cost for their services, and there is little or no cost for training. An adopter usually pays for any required curriculum materials and for release time for teachers to attend training. Some schools help meet adoption costs with a grant under a state program of Chapter 1 and 2 of the Education Consolidation and Improvement Act or with funds from other sources, including the private sector.

WHAT IS THE RESPONSIBILITY OF A SCHOOL IN MAKING AN ADOPTION?
Each Developer Demonstrator program has basic requirements to be met by adopters. Adopting schools, for example, are usually required to implement certain basic features of the program, such as regular monitoring of students' academic progress or the use of certain activities. Some programs may require the adopting schools to compile pre- and post-test scores or other appropriate measures of effectiveness and growth in order that the adopted program's benefits can be accurately evaluated. Each adopter agrees to an adoption plan which outlines roles and responsibilities of the parties concerned.

CAN NDN REALLY HELP SCHOOLS IN NORTH CAROLINA?
Many teachers, administrators and other educators think so. In 1985-86 alone, NDN programs were installed in more than 1,000 schools in North Carolina. An estimated 1,900 teachers and 195 school administrators received training in the use of NDN programs; approximately 68,000 students were served by these adoptions. Several evaluations of the NDN show that it is meeting its goal of helping schools improve education through the dissemination of effective programs.

WHERE CAN YOU GET MORE INFORMATION ABOUT NDN PROGRAMS?
CONTACT: V. Alean Miller, State Facilitator
North Carolina Facilitator Project
North Carolina Department of Public Instruction
Raleigh, North Carolina 27603-1712
(919) 733-7037
Information about specific Developer Demonstrator programs may also be obtained from the address shown above.

WHAT THEY ARE SAYING.....

BLTM

- A thoroughly useful workshop.—
  Teacher
- A great benefit to me.—
  Teacher
- Very applicable to my classroom.—
  Teacher
- What a great way to teach typing and spelling skills. A good supplement to reading instruction.—
  Teacher

CERES

- Fantastic! Impressed. Interesting. Looking forward to getting the program started in my class.—
  Teacher
- Time well spent. I feel our students will benefit greatly.—
  Teacher

CLIMB

- I really like the way CLIMB is organized—it will help us with the North Carolina Competency Curriculum.—
  Teacher
- I thought the workshop was excellent. All the ideas were helpful and the CLIMB individual record per child will be an important addition to our cumulative folders.—
  Teacher
- The training was great. The CLIMB program with the organized listing of skills encourages teachers to use textbooks as a tool and not an absolute guide.—
  Teacher

EPSF

- I am looking forward to implementing the program.—
  Teacher
- This is the program I've been looking for.—
  Teacher

ICE

- The program is well outlined and doesn't take too much planning time.—
  Teacher
- I'm introduced to many practical ideas that I know that I can use.—
  Teacher
- The overall program seems to be very good and very needed. Finally, I have something to use to get children thinking that will be educational and fun.—
  Teacher

KIDS KITS

- KIDS KITS has made me more aware of the curriculum, more in tune with my collection and its development, more responsive to teacher needs, more involved with the students on a one-to-one basis, and has increased my role in demonstrating to the teachers and students a variety of ways of sharing their newly acquired knowledge through production techniques.—
  Media Coordinator
- I think KIDS KITS are absolutely fantastic. My class was motivated just by looking in the box and seeing all of these materials right at their fingertips. They were so eager and proud to show off their work.—
  Teacher
- It makes learning so much more exciting.—
  Teacher
- Andy was just beaming when he came home from school. He couldn't wait to tell us what they had been doing with KIDS KITS. I think it's wonderful.—
  Parent

SJNEP

- I was impressed by the scope of what was presented in a few hours.—
  Teacher
- Excellent hands-on activities—
  Teacher

BLTM

(Basic Literacy Through Microcomputers)

BLTM IS—

- ☐ An instructional program that enhances reading achievement and keyboard skills with mastery built into the program.
- ☐ A program that uses a phonetic approach to reading with the microcomputer or electric typewriter being an essential component.
- ☐ A program in which the computer does not replace the teacher in instructing, but rather provides opportunities for students to master skills through reinforced practice.
- ☐ Nationally validated for grades one and three, has also been used in grades 2-8.

BLTM PROVIDES—

- ☐ Teacher texts including Teaching Letter Names and Sounds, Teaching New Words Through Phonics, and Eliciting Responses and Proofing Skills Through Dictation.
- ☐ The computer program and materials and a set of four disks.
- ☐ Typing and computer tests.
- ☐ A one-day training session.

BLTM EFFECTIVENESS AND EXPECTATION—

- ☐ Students demonstrated significantly higher level scores than comparison students as measured by the Gates-MacGinite Reading Tests. Typewriting and computer usage skills were also higher, as were visual and auditory memory skills.

BLTM USERS—

☐ GASTON COUNTY SCHOOLS:	Teachers- 5	
	Students- 125	Administrators- 2
☐ UNION COUNTY SCHOOLS:	Teachers- 10	
	Students- 200	Administrators- 1
☐ VANCE COUNTY SCHOOLS:	Teachers- 14	
	Students- 150	Administrators- 3

BLTM was developed in Utah.

BLTM

Prospect Elementary
Union County Schools

BOOKS AND BEYOND

BOOKS AND BEYOND IS—

- ☐ Designed to improve the reading skills of students by motivating them to read more and watch television less.
- ☐ Nationally validated for students in grades K-8.

BOOKS AND BEYOND PROVIDES—

- ☐ A program that produces positive changes through incentives to read more outside of school.
- ☐ Assured success for students through a self-pacing, individualized approach.
- ☐ Parent education and student self-monitoring techniques that allow the participants to become more aware of their allocation of time between recreational reading and television viewing.
- ☐ A one-half-day training session and the BOOKS AND BEYOND manuals.

BOOKS AND BEYOND EFFECTIVENESS AND EXPECTATION—

- ☐ Participants in the program demonstrated significant gains in reading when compared with a control group study as measured by the CTBS Reading Test.

BOOKS AND BEYOND USERS—

☐ BEAUFORT COUNTY SCHOOLS:	Teachers-	35	
	Students-	1057	Administrators- 8
☐ DARE COUNTY SCHOOLS:	Teachers-	2	
	Students-	50	Administrators- 1
☐ DAVIE COUNTY SCHOOLS:	Teachers-	8	
	Students-	955	Administrators- 2
☐ HOKE COUNTY SCHOOLS:	Teachers-	66	
	Students-	550	Administrators- 3
☐ RED SPRINGS CITY SCHOOLS:	Teachers-	65	
	Students-	550	Administrators- 3

BOOKS AND BEYOND was developed in California.

CERES

(Career Education Responsive to Every Student)

CERES IS—

- ☐ A career education infusion program in which students practice their basic skills as they develop attitudes and decision-making skills in a world-of-work mode.
- ☐ Regarded as a viable dropout prevention program.
- ☐ Nationally validated for grades K-12.

CERES PROVIDES—

- ☐ A comprehensive program in the basic academic and employability skills necessary for competent, productive performance both in school and after leaving school.
- ☐ A program tailored to the developmental ages of students at the different grade levels.
- ☐ Materials that are flexible, self-contained, and do not require extensive supplementary resources.
- ☐ A systematic plan to enhance and strengthen the involvement of local business and community groups.

CERES EFFECTIVENESS AND EXPECTATION—

- ☐ The overall effectiveness of CERES was assessed using pre- and post-tests. Project students gained 25-45% more knowledge related to the project objectives than did comparison students.

CERES USERS—

☐ NORTHAMPTON COUNTY SCHOOLS:	Teachers - 12		
	Students - 250	Administrators - 1	
☐ PITT COUNTY SCHOOLS:	Teachers - 26		
	Students - 670	Administrators - 4	

CERES was developed in California.

Students exhibit serious thought and a smile during a CERES pre-test.

CLIMB

(Coordinated Learning Integration-Middlesex Basics)

CLIMB IS—

- ☐ A program for excellence in basic skills in reading and mathematics.
- ☐ Nationally validated for students of all ability levels, K-12.

CLIMB PROVIDES—

- ☐ A management design for coordinating and integrating classroom and support personnel using existing instructional materials.
- ☐ A teacher-developed, teacher-tested curriculum.
- ☐ An evaluation system in the form of criterion-referenced tests for each skill identified in the skills arrays.
- ☐ A recordkeeping system that monitors students' progress, K-12.
- ☐ A two-day training component that includes methods for utilization of the curriculum components, correlation of the local school district curriculum materials to the CLIMB skills arrays, administrative tactics for coordinating classroom instruction with support personnel, and methods for incorporating basic skills into all content areas.

CLIMB EFFECTIVENESS AND EXPECTATION—

- ☐ Statistically significant growth over a four-year period using standardized tests; 50% reduction in the compensatory education population.

CLIMB USERS—

☐ ALEXANDER COUNTY SCHOOLS:	Teachers - 14		
	Students - 2250	Administrators - 8	
☐ BRUNSWICK COUNTY SCHOOLS:	Teachers - 20		
	Students - 500	Administrators - 3	
☐ DURHAM CITY SCHOOLS:	Teachers - 16		
	Students - 330	Administrators - 2	
☐ GOLDSBORO CITY SCHOOLS:	Teachers - 10		
	Students - 150	Administrators - 3	
☐ GRANVILLE COUNTY SCHOOLS:	Teachers - 9		
	Students - 175	Administrators - 2	
☐ MOORESVILLE CITY SCHOOLS:	Teachers - 7		
	Students - 375	Administrators - 6	
☐ NEW HANOVER COUNTY SCHOOLS:	Teachers - 24		
	Students - 590	Administrators - 3	
☐ RUTHERFORD COUNTY SCHOOLS:	Teachers - 38		
	Students - 400	Administrators - 0	

Project CLIMB was developed in New Jersey.

Teachers plan future lessons in a CLIMB workshop.

Teachers collaborate and plan grade level math skills to be taught.

Developer Demonstrator Alice Thorpe conducts a CLIMB reading workshop for elementary school teachers.

COFFEE

(Cooperative Federation For Educational Experiences)

COFFEE IS—

- ☐ A dropout prevention/reclamation program for adolescents with histories of academic failure, truancy, poor self-concept, family problems and social misconduct.
- ☐ Nationally validated for secondary students.

COFFEE PROVIDES—

- ☐ A program integrating five components:
  - Academic component (basic skills instruction)
  - Occupational component (hands-on educational experiences)
  - Counseling component (occupational and emotional support)
  - Pre-employment education component (to enhance employability)
  - Physical education component (self-accomplishment and group cooperation)
- ☐ Occupational component which includes training programs in the following areas:
  - Computer Maintenance and Repair
  - Word Processing
  - Building and Grounds Maintenance
  - Horticulture/Agriculture
  - Distributive Education
- ☐ A two-day onsite training workshop.

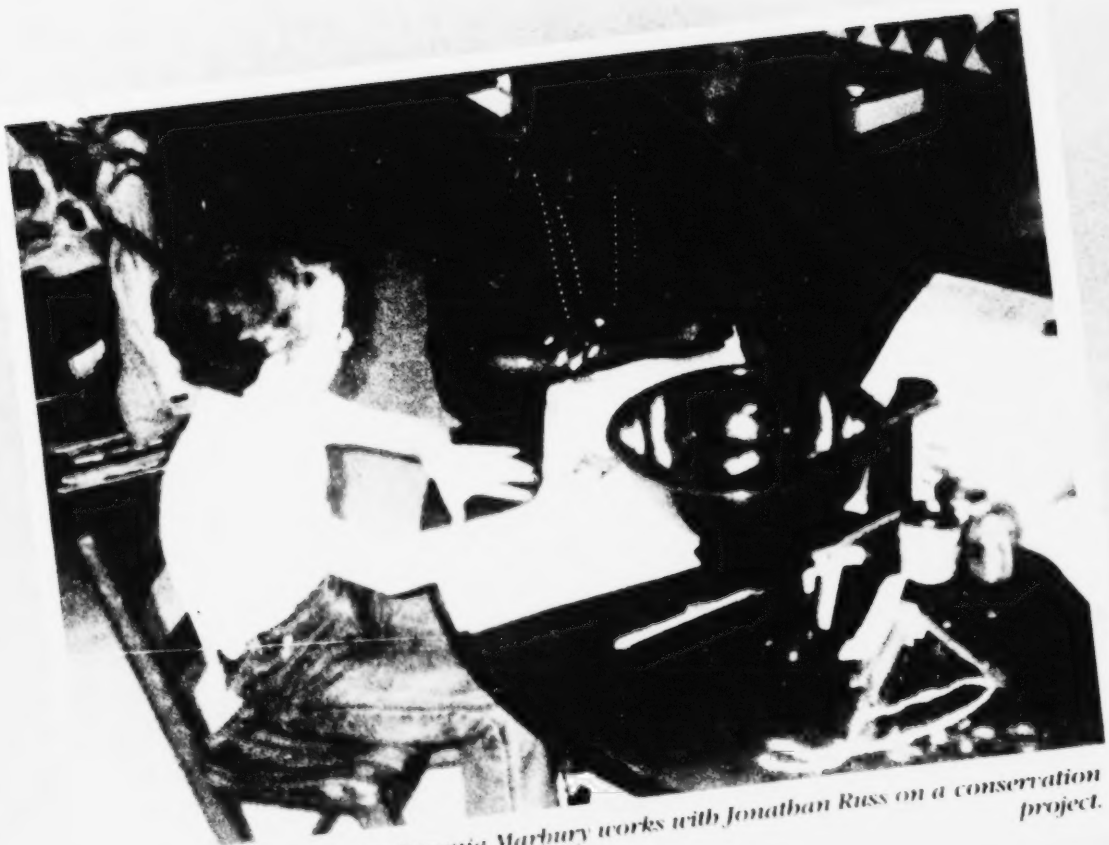
COFFEE EFFECTIVENESS AND EXPECTATION—

- ☐ Project COFFEE students demonstrated significant gains in language, reading and math tests after participation in COFFEE. Eighty-five percent of Project COFFEE students graduated; 70% of Project COFFEE graduates are employed; 49% of graduates are employed in jobs related to their occupational training.

COFFEE USER—

- ☐ CHAPEL HILL-CARRBORO SCHOOLS: Teachers - 5
  Students - 75 Administrators - 3

COFFEE was developed in Massachusetts.



Guidance counselor Eugenia Marbury works with Jonathan Russ on a conservation project.

CONSERVATION FOR CHILDREN

Dublin Elementary School

Bladen County Schools

national diffusion network

CONSERVATION FOR CHILDREN

CONSERVATION FOR CHILDREN IS—

- ☐ A program designed to increase conservation awareness, understanding, and action of elementary school children through a variety of basic skill activities designed for use in the classroom. Conservation for Children teaches about the interdependence of plants and animals, requirements of life, energy sources and use, pollution problems, recycling, and other conservation concepts based on scientific principles.
- ☐ Nationally validated for students in grades 1-6.

CONSERVATION FOR CHILDREN PROVIDES—

- ☐ Grade level conservation guides which combine basic skill practice in the areas of:
  - Language arts
  - Math
  - Social studies
  - Science
  - All levels guide (activities, resource)
- ☐ Criterion-referenced tests, correlation tales to link basic skills with conservation topics; class record sheet for tabulation of student needs.
- ☐ A minimum one-day awareness/training for teachers.

CONSERVATION FOR CHILDREN EFFECTIVENESS AND EXPECTATION—

- ☐ Evaluation data confirms that students using the materials for a minimum of 30 minutes per week master 80% of the learning objectives. In addition 75% of the parents of 2,000 students in the evaluation study responded in writing that they had observed their children implementing conservation practices at home which they had never seen before the children used the program.

CONSERVATION FOR CHILDREN USERS—

☐ BERTIE COUNTY SCHOOLS:	Teachers - 40		
	Students - 633	Administrators - 2	
☐ BLADEN COUNTY SCHOOLS:	Teachers - 20		
	Students - 600	Administrators - 2	
☐ DURHAM CITY SCHOOLS:	Teachers - 8		
	Students - 80	Administrators - 1	
☐ JOHNSTON COUNTY SCHOOLS:	Teachers - 84		
	Students - 2200	Administrators - 2	

CONSERVATION FOR CHILDREN was developed in California.

Developer Demonstrator Marilyn Bodourian conducts a CONSERVATION FOR CHILDREN training for Johnston County teachers.

CONSERVATION FOR CHILDREN

Johnston County Schools

ECRI

(Exemplary Center for Reading Instruction)

ECRI IS—

- ☐ An in-service program for teachers of students of all ability levels in reading and language skills, with expectations of 85-100% mastery.
- ☐ Nationally validated for grades 1-6.

ECRI PROVIDES—

- ☐ A program designed to identify critical teacher behaviors essential in preventing reading failure.
- ☐ A program that trains teachers to:
  - Elicit correct responses during instruction
  - Establish high levels of mastery
  - Maintain on-task behavior
  - Correlate the teaching of language skills
  - Model and prompt
  - Use effective management and monitoring systems
  - Diagnose and prescribe instantly
- ☐ A five-day in-service education program geared to research findings on effective teaching.

ECRI EFFECTIVENESS AND EXPECTATIONS—

- ☐ Average gains have exceeded 2.5 years per year enrolled in the program.
- ☐ Teachers feel better about their jobs, and student behavior problems diminish.

ECRI USERS—

☐ ALAMANCE COUNTY SCHOOLS:	Teachers - 20		
	Students - 100	Administrators - 8	
☐ ORANGE COUNTY SCHOOLS:	Teachers - 16		
	Students - 525	Administrators - 4	

ECRI was developed in Utah.

EPSF

(Early Prevention of School Failure)

EPSF IS—

- ☐ A screening and curriculum program designed to prevent school failure by identifying the developmental levels and learning styles of children.
- ☐ Nationally validated for ages 4-6.

EPSF PROVIDES—

- ☐ Training that equips teachers with the skills and competencies to match curriculum to levels of development.
- ☐ A screening process that evaluates the whole child through analyzing his/her modality development.
- ☐ A computer program that simplifies the conferencing process to provide teachers and parents with an individual student profile. Screening instruments, classroom management guides, classroom activity guides, parent materials, and literature folders for teaching the high process thinking skills also are provided.

EPSF EFFECTIVENESS AND EXPECTATION—

- ☐ Gain rates of high-risk students over a three-year period averaged from 1.39 months to 3.12 months of growth for each month in the program. Students with moderate learning needs also achieved according to expectations. Gains made during kindergarten persisted into subsequent years.

EPSF USERS—

☐ HALIFAX COUNTY SCHOOLS:	Teachers - 14		
	Students - 1600	Administrators - 3	
☐ HERTFORD COUNTY SCHOOLS:	Teachers - 25		
	Students - 1020	Administrators - 10	
☐ HICKORY CITY SCHOOLS:	Teachers - 13		
	Students - 330	Administrators - 10	
☐ McDOWELL COUNTY SCHOOLS:	Teachers - 8		
	Students - 100	Administrators - 2	
☐ TARBORO CITY SCHOOLS:	Teachers - 20		
	Students - 530	Administrators - 6	

EPSF was developed in Illinois.

FAST

(Foundational Approaches in Science Training)

FAST IS—

- ☐ A full-year course in the concepts and methods of the physical, biological, and earth sciences and their relation to the environment.
- ☐ Nationally validated for students in grade 7; it has also been used with students in grades 6 and 8.

FAST PROVIDES—

- ☐ A curriculum that is laboratory and field-oriented covering the three strands concurrently.
- ☐ Student and teacher materials that include:
  - The Student Record Book
  - The classroom library of Reference Booklets
  - The Teacher's Guide
  - The Instructional Guide
  - The Evaluation Guide
- ☐ A ten-day training institute for teachers and administrators.

FAST EFFECTIVENESS AND EXPECTATION—

- ☐ Data of matched treatment and control groups having a wide range of ability and socio-economic levels show:
  - Significant gains in lab skills
  - Significantly greater science achievement on CTBS Science Test
  - Significantly higher achievement in high school science

FAST USERS—

☐ CUMBERLAND COUNTY SCHOOLS:	Teachers -	20	
	Students -	1000	
☐ GATES COUNTY SCHOOLS:	Teachers -	2	
	Students -	369	
☐ GRAHAM COUNTY SCHOOLS:	Teachers -	3	
	Students -	325	Administrators - 2
☐ HIGH POINT CITY SCHOOLS:	Teachers -	4	
	Students -	520	
☐ MONTGOMERY COUNTY SCHOOLS:	Teachers -	12	
	Students -	1263	Administrators - 1

FAST was developed in Hawaii.

Angie Morris (L), Sheila Garrick, and teacher Karen Hall work on a plant propagation project.

Gatesville Elementary students and teacher Arment Crawford conduct a field study in ecology.

Students find the volume of a carton prior to sinking the carton in a bucket of water.

U.S. COOPER ELEMENTARY
Students scarify seeds to determine the effect, if any, immersion in water at different temperatures has on the germination of seeds

Floyd Harrison (l.) and Johnathan Hackler (r.) are determining the mass of the liquid displaced in their FAST problem "Buoyancy of Liquids."

Mavis Deich, seventh grade FAST instructor, is assisting LaVonda McCorkle in recording data in her FAST notebook.

FAST

A.J. Griffin Middle School
High Point City Schools

FOCUS

(Focus Dissemination Project)

FOCUS IS—

- ☐ A secondary program for training teachers to deal with disaffected youth.
- ☐ Nationally validated for disaffected secondary students and all secondary educators, school board members, and community members who have an interest in developing local programs to meet the needs of the disaffected students in their settings.

FOCUS PROVIDES—

- ☐ An alternative education plan for students who have been identified as disaffected, showing a lack of motivation, lack of confidence, and low self-esteem.
- ☐ Group counseling experience called Family to meet together one hour daily throughout the year to help the student develop feelings of caring, self-worth, and concern for others.
- ☐ Highly structured program offering courses in English, social studies, and math.
- ☐ A two-day training workshop.

FOCUS EFFECTIVENESS AND EXPECTATION—

- ☐ Program effectiveness is measured in grade equivalency gains on standard achievement tests, reductions in negative behavior and improved attendance and grades.

FOCUS USER—

- ☐ ROANOKE RAPIDS CITY SCHOOLS: Teachers - 54
  Students - 20 Administrators - 6

FOCUS was developed in Minnesota.

FOSPA

(Family Oriented Structured Preschool Activity)

FOSPA IS—

- ☐ A program that prepares the parent to be the child's first and most significant teacher.
- ☐ Nationally validated for parents and their children ages 4-5; also been used with parents and their children age 3 through kindergarten and with Chapter 1 and special education classes.

FOSPA PROVIDES—

- ☐ Two-hour sessions once a week designed to involve all parents and their children in activities that stimulate and reinforce interaction within the family.
- ☐ Learning stations set up in basic skill areas within an environment designed to meet the developing needs of the whole child.
- ☐ Home-activity kits designed to promote parent-child interaction and growth in basic skills.
- ☐ Effectiveness evaluation, pre- and post-program participation.
- ☐ A two-day training workshop.

FOSPA EFFECTIVENESS AND EXPECTATION—

- ☐ It has been determined that there is a 28% growth in skills with natural maturation factors taken out.

FOSPA USERS—

☐ ALAMANCE COUNTY SCHOOLS:	Teachers - 9		
	Students - 20	Administrators - 3	
☐ ROBESON COUNTY SCHOOLS:	Teachers - 4		
	Students - 40	Administrators - 2	

FOSPA was developed in Minnesota.

GEOLOGY IS

GEOLOGY IS IS—

- ☐ An introductory geoscience course.
- ☐ Nationally validated for all students, grades 9-12.

GEOLOGY IS PROVIDES—

- ☐ Geoscience learning opportunities not presently available in the science curriculum.
- ☐ A broad range of materials and media-delivery instruments for varied teaching and learning techniques.
- ☐ An effective interdisciplinary approach combining the technical aspects of course content and the social implications in the wise use of earth resources.
- ☐ Five distinct but related units:
  - Introduction
  - Earth Materials
  - Observing the Earth
  - Internal Processes
  - External Processes
- ☐ Text material, lab exercises and activities, and objective and subjective tests for each unit.
- ☐ A one- or two-day training workshop.

GEOLOGY IS EFFECTIVENESS AND EXPECTATION—

- ☐ Through study in this elective option, students can become more responsible consumers of earth resources and make informed decisions for the future regarding energy, geologic hazards, and land use.

GEOLOGY IS USERS—

☐ DAVIDSON COUNTY SCHOOLS:	Teachers -	6	
	Students -	150	
☐ WILKES COUNTY SCHOOLS:	Teachers -	9	
	Students -	3421	Administrators - 5

GEOLOGY IS was developed in Illinois.

ICE

(Institute for Creative Education)

ICE IS—

- ☐ A program that teaches a creative problem-solving process based in a sequentially ordered curriculum which integrates thinking skill development to a wide variety of subject areas.
- ☐ Used extensively for gifted and talented programs, as well as other special needs students. Full curriculum available (K-12).
- ☐ Nationally validated for heterogeneously grouped, whole classroom use, grades 4-6.

ICE PROVIDES—

- ☐ Sequentially ordered activities or lessons that teach the process of creative problem solving in a clearly understandable sequence for the development of:
  - Creative thinking skills
  - Decision-making skills
  - Oral & written communication skills
  - Self-confidence
  - Desire for in-depth idea exploration
  - Interrelationship of facts and ideas
- ☐ Training activities which include teaching skills that assist teachers with techniques that foster effective thinking skill development.
- ☐ Manuals to assist adopters, including an administrative manual with the necessary information for smooth implementation and project management, and an evaluation manual.
- ☐ A two-day training workshop conducted by Institute staff.

ICE EFFECTIVENESS AND EXPECTATION—

- ☐ It was found that Project ICE students in grades 4-6 significantly improved their creative-thinking abilities in the area of flexibility, originality, and elaboration.

ICE USERS—

☐ AVERY COUNTY SCHOOLS:	Teachers - 25		
	Students - 650		
☐ CLAY COUNTY SCHOOLS:	Teachers - 25		
	Students - 800	Administrators - 3	
☐ HERTFORD COUNTY SCHOOLS:	Teachers - 25		
	Students - 1220	Administrators - 7	
☐ MACON COUNTY SCHOOLS:	Teachers - 25		
	Students - 800	Administrators - 3	
☐ WAKE COUNTY SCHOOLS:	Teachers - 25		
	Students - 250		

ICE was developed in New Jersey.

INSERVICE

(formerly Positive Attitudes Toward Learning)

PROJECT INSERVICE IS—

- ☐ A teacher in-service training program which directly links the enhancement of teaching skills through classroom based in-service training to significant improvement in student academic achievement. The teaching skills are addressed to many of the findings of the effective schools research.
- ☐ Nationally validated for K-12 students as a means to improve school climate, school effectiveness, and student achievement and attitude.

PROJECT INSERVICE PROVIDES—

- ☐ Training in 15 identified teaching competencies for enhancement of student learning.
- ☐ Techniques for eliciting high order thinking and for alternative teaching strategies which promote greater use of thinking abilities.
- ☐ A Communication Model developed around the concepts of warmth, respectful treatment, and clearly defined limits of behavior including moderately high positive expectations.
- ☐ A mechanism for direct involvement in learning activities resulting in a more positive attitude toward self and school.
- ☐ Learning activities designed to assist the student in developing the skill or behavior called for in project objectives.
- ☐ Two to four days of training for persons selected as in-service specialists.

PROJECT INSERVICE EFFECTIVENESS AND EXPECTATION—

- ☐ As a result of participation in Project INSERVICE, teacher skills become more consistent, and this in turn results in significant academic and attitude improvement among the students of those teachers. As teachers strengthen their skills and create a more meaningful classroom environment, students change and it shows both in student attitude and achievement.

PROJECT INSERVICE USERS—

☐ GRANVILLE COUNTY SCHOOLS:	Teachers - 55		
	Students - 1650	Administrators - 2	
☐ ROBESON COUNTY SCHOOLS:	Teachers - 40		
	Students - 556	Administrators - 2	

PROJECT INSERVICE was developed in Illinois.

Granville County teachers and administrators prepare for a project INSERVICE workshop.

KIDS KITS

(Kids Interest Discovery Studies Kits)

KIDS KITS IS—

- ☐ A program designed to generate active, self-directed learning and higher levels of thinking, using organized sets of multimedia materials on topics of student interest.
- ☐ Nationally validated for students of all abilities, grades 1-6.

KIDS KITS PROVIDES—

- ☐ Training in a multimedia approach to gifted and talented education, special education, regular classroom instruction, and library media center activities.
- ☐ Four phases of student involvement: exploration, in-depth study, application, and sharing of information.

KIDS KITS EFFECTIVENESS AND EXPECTATION—

- ☐ Students demonstrate (a) greater specificity, complexity, and multiplicity in their descriptions of the purpose of their learning activitites; (b) more awareness and use of learning resources; and (c) a greater number of applications of the information gained. At the development site, results were statistically significant.

KIDS KITS USERS—

☐ CHATHAM COUNTY SCHOOLS:	Teachers -	15	
	Students -	1044	Administrators - 2
☐ CHOWAN COUNTY SCHOOLS:	Teachers -	70	
	Students -	1364	Administrators - 6

KIDS KITS was developed in Colorado.

KIDS KITS encourages independent use of Media Center materials

Students may use KIDS KITS to conduct research for class assignments.

Students are able to work alone or with others using KIDS KITS.

KIDS KITS
Moncure School
Chatham County Schools

KINDERMATH

(First Level Mathematics)

KINDERMATH IS—

- ☐ A program that assists an instructor in the individualized teaching of first-level mathematics.
- ☐ A program that assures that each basic skill and concept is mastered before a child may proceed to the next lesson.
- ☐ Nationally validated for children in their first year of mathematics instruction, kindergarten, or first grade.

KINDERMATH PROVIDES—

- ☐ Kits that include:
  - A "getting started" guide
  - An easy-to-administer placement test
  - Ninety sequenced lesson cards
  - A bag of 50 counters (bears, blocks, spoons, etc.)
  - An objectives checklist to record student progress
  - A computer software counterpart—10-disk software version with a "talking Teddy" (voice-synthesized) teacher
  - A one-day training session

KINDERMATH EFFECTIVENESS AND EXPECTATION—

- ☐ As a result of participation in the program, children demonstrated statistically significant growth in knowledge of mathematics as measured by CIRCUS Levels A and B.

KINDERMATH USER—

- ☐ GRAHAM COUNTY SCHOOLS: Teachers - 10
  Students - 305

KINDERMATH was developed in Pennsylvania.

38

ME-ME

(Drug & Alcohol Prevention Education Program)

ME-ME IS—

- ☐ A multi-disciplinary prevention program that works to prevent drug abuse by helping improve students' self-concept and by teaching them to say NO to drugs.
- ☐ Nationally validated for all students grades 1-6; also been used with kindergarten level students.

ME-ME PROVIDES—

- ☐ Activities for each grade level, arranged in sequential order.
- ☐ Drug information for children according to their grade and knowledge level about drugs;
  - Lower elementary children learn about MR. YUK and who is qualified to give them medicines.
- ☐ Upper elementary children learn about prescription and over-the-counter medicines as well as alcohol, caffeine, and nicotine.
- ☐ Student-oriented materials compatible with all areas of the curriculum.

ME-ME EFFECTIVENESS AND EXPECTATION—

- ☐ Pre-tests and post-tests were administered to experimental and control groups with matching socioeconomic and geographic background, and ability levels. The project has been shown to increase students' self-concepts, their ability to make good decisions, and their factual information about drugs. There has been no evidence of an increase in drug abuse in schools where the program has been implemented. Evaluation instruments are available to schools who want to measure the impact of the program at their sites.

ME-ME USER—

- ☐ REIDSVILLE CITY SCHOOLS: Teachers - 73; Students - 1660; Administrators - 6

ME-ME was developed in Wisconsin.

OKLAHOMA
SECONDARY LEARNING DISABILITIES

OKLAHOMA SECONDARY LEARNING DISABILITIES IS—

- ☐ An individualized diagnostic/prescriptive teaching intervention system for learning-disabled adolescents.
- ☐ Nationally validated for learning-disabled students in grades 7-12.

OKLAHOMA SECONDARY LEARNING DISABILITIES PROVIDES—

- ☐ Three basic components:
  - A professionally staffed learning lab.
  - A prescriptive diagnostician who has particular ability in developing educational intervention programs for individual students.
  - A media library for use by the learning disabilities teacher to implement intervention strategies.
- ☐ Training intended to improve the existing structure of the school through increasing the communication between the regular content classes and the resource room.
- ☐ The prescriptive use of computer-assisted instruction in the resource room setting.
- ☐ A two-day training session.

OKLAHOMA SECONDARY LEARNING DISABILITIES EFFECTIVENESS AND EXPECTATIONS—

- ☐ The Oklahoma Child Service Demonstration Center model has tripled reading achievement and greatly enhanced the self-esteem of secondary learning disabled students throughout the nation.
- ☐ Thirty-three percent of the students have been successfully mainstreamed after one year in the program.

OKLAHOMA SECONDARY LEARNING DISABILITIES USERS—

☐ ALAMANCE COUNTY SCHOOLS:	Teachers - 51		
	Students - 400		
☐ ASHE COUNTY SCHOOLS:	Teachers - 19		
	Students - 150	Administrators - 2	
☐ BRUNSWICK COUNTY SCHOOLS:	Teachers - 36		
	Students - 48	Administrators - 1	
☐ STATESVILLE CITY SCHOOLS:	Teachers - 5		
	Students - 38	Administrators - 1	

OKLAHOMA SECONDARY LEARNING DISABILITIES was developed in Oklahoma.

Teachers from regular content classes and the resource room discuss student expectations.

Teachers plan instructional activities during a training session.

OMBUDSMAN

OMBUDSMAN IS—

- ☐ A school-based, semester-long drug education/primary prevention program.
- ☐ Nationally validated for students of all abilities, grades 5-6; has been used in other settings with grades 7-8.

OMBUDSMAN PROVIDES—

- ☐ A structured course designed to reduce certain psychological and attitudinal states closely related to drug use.
- ☐ Three major phases:
  - Self-awareness—includes a series of exercises permitting students to gain a wider understanding and appreciation of their values as autonomous individuals.
  - Group Skills—provides students with an opportunity to develop communication, decision-making, and problem-solving techniques.
  - Outreach—provides students with the opportunity to use the skills learned in the first two phases to plan and carry out a project within the community or school.
- ☐ A three-day training session for at least eight professionals.

OMBUDSMAN EFFECTIVENESS AND EXPECTATION—

- ☐ Research about the OMBUDSMAN program shows that OMBUDSMAN graduates are more likely to report that they "no longer use drugs" than those students who have never taken OMBUDSMAN. OMBUDSMAN has also proven its ability to impact significantly on high-risk correlates to frequent use of drugs.

OMBUDSMAN USERS—

☐ MADISON COUNTY SCHOOLS:	Teachers - 9		
	Students - 177	Administrators - 1	
☐ MOORE COUNTY SCHOOLS:	Teachers - 19		
	Students - 1800	Administrators - 2	
☐ SCOTLAND COUNTY SCHOOLS:	Teachers - 23		
	Students - 350	Administrators - 2	
☐ WESTERN ROCKINGHAM CITY SCHOOLS:	Teachers - 12		
	Students - 298	Administrators - 4	

OMBUDSMAN was developed in North Carolina.

Planning a community school project involves students, teachers and the principal.

OMBUDSMAN

Mars Hill Elementary School
Madison County Schools

PREPARING FOR TOMORROW'S WORLD

(Science-Technology-Society)

PREPARING FOR TOMORROW'S WORLD IS—

- ☐ A multi-disciplinary approach to problem solving and critical thinking designed to promote decision-making and problem solving skills needed to deal with issues at the interface of science, technology, and society.
- ☐ Nationally validated for all students grades 7-12.

PREPARING FOR TOMORROW'S WORLD PROVIDES—

- ☐ A set of 12 independent curriculum modules. Topics covered include:
  - Energy Use and Conservation
  - Coastal Issues
  - Technological Change
  - Transportation
  - Communications
  - Medical Technology
  - Urban Land Development
  - Cultural Impact
  - Space Travel
- ☐ Student handouts, booklets, and filmstrips for use in activities such as scenario writing, graphing, problem-solving, conducting surveys, and futures forecasting.
- ☐ Discussion and debate among students for encouragement of critical self-evaluation and promoting of more complex reasoning ability and increased perspective-taking abilities.
- ☐ A two-day teacher training workshop for all teachers desiring to implement the program.

PREPARING FOR TOMORROW'S WORLD EFFECTIVENESS AND EXPECTATION—

- ☐ Discussion and debate among students encourages critical self-evaluation and promotes more complex reasoning ability and increased perspective-taking abilities.

PREPARING FOR TOMORROW'S WORLD USERS—

☐ MECKLENBURG COUNTY SCHOOLS:	Teachers - 41		
	Students - 1325	Administrators - 10	
☐ CALDWELL COUNTY SCHOOLS:	Teachers - 3		
	Students - 75	Administrators - 2	
☐ SALISBURY CITY SCHOOLS:	Teachers - 16		
	Students - 400	Administrators - 2	

PREPARING FOR TOMORROW'S WORLD was developed in Colorado.

QUILL

(Microcomputer-Based Writing Activities)

QUILL IS—

- ☐ A microcomputer-based writing program that provides students with software tools for planning, composing, revising, storing, retrieving, and printing written text.
- ☐ Nationally validated for grades 3-5.

QUILL PROVIDES—

- ☐ Motivating writing activities in a structured, computer-based format, allowing flexibility in addressing student ability and interest.
- ☐ Use of "real life" microcomputer tools.
- ☐ Training and assistance to teachers to integrate the software into classroom writing instruction and writing in content areas.
- ☐ Tools to supplement and expand language arts and writing instruction, especially in the areas of expository and persuasive writing.
- ☐ A three-day teacher training workshop to implement the program.

QUILL EFFECTIVENESS AND EXPECTATION—

- ☐ Intermediate level elementary students have significantly improved the quality of their expository writing, as measured by pre- and post-writing samples in comparison with a matched control group.

QUILL USER—

- ☐ STATESVILLE CITY SCHOOLS: Teachers - 6; Students - 150; Administrators - 3

QUILL was developed in Massachusetts.

READ-WRITE

READ-WRITE IS—

- ☐ A basic skills program designed to promote total reading comprehension through writing.
- ☐ A program involving a psycholinguistic approach which utilizes the student's individual ideas, attitudes, and experiences.
- ☐ A program that can operate within the regular reading program with materials that are already being used in the classroom.
- ☐ A program that combines reading and writing in Chapter 1 classes.
- ☐ Nationally validated for grades 2-7.

READ-WRITE PROVIDES—

- ☐ The READ-WRITE RESOURCE AND INSTRUCTIONAL MANUAL that contains prescriptions—specially developed strategies designed to teach one major skill and several ancillary skills simultaneously.
- ☐ A checklist that can be used in conjunction with formal and informal diagnosis to list and establish a priority ranking of pupil needs on a class, group, and individual basis.
- ☐ A one-day workshop for teachers and administrators.

READ-WRITE EFFECTIVENESS AND EXPECTATIONS—

- ☐ Compared to the publisher's national norm group, students enrolled in READ-WRITE demonstrated a significant increase in reading comprehension skills as measured by the CTBS, Forms U and V.
- ☐ Teachers can begin to utilize READ-WRITE strategies immediately following training.

READ-WRITE USER—

- ☐ WASHINGTON COUNTY SCHOOLS: Teachers - 25
  Students - 536 Administrators - 4

READ-WRITE was developed in New Jersey.

Frederick McCarthy, Developer Demonstrator, presents certificates for completion of training to Gloria Fields and Joe White.

SAGE

SAGE IS—

- ☐ A program designed to improve academic achievement by providing a differentiated specialized curriculum for gifted and talented students.
- ☐ Nationally validated for grades 1-5.

SAGE PROVIDES—

- ☐ An extension of the regular school curriculum by using a three-fold model incorporating thinking-skill development, mini-study units, and independent study.
- ☐ A curriculum that can be easily implemented in one of three instructional models or a combination thereof: the separate classroom, resource room, consultant teacher.
- ☐ A two-day training session for teachers and administrators.

SAGE EFFECTIVENESS AND EXPECTATION—

- ☐ Students performed at significantly higher levels in higher order thinking skills than did students in a control group, as measured by either the Ross Test of Higher Cognitive Processes (grades 4-5) or the test of Cognitive Skills (grades 1-3). Similar gains were achieved on the CTBS, Form U, and the Cornell Critical Thinking Test, Level X.

SAGE USERS—

☐ MARTIN COUNTY SCHOOLS:	Teachers - 9		
	Students - 200	Administrators - 3	
☐ RUTHERFORD COUNTY SCHOOLS:	Teachers - 25		
	Students - 400	Administrators - 18	

SAGE was developed in Massachusetts.

Evelyn Cochran, exceptional children program administrator, demonstrates a SAGE lesson.

SAGE

Martin County Schools

SJNEP

(San Jose Nutrition Education Project-Nutrition Through Science)

SJNEP IS—

- ☐ A program designed to train young children in the science of nutrition while reinforcing regular classroom subjects, especially science.
- ☐ Nationally validated for grades K-4.

SJNEP PROVIDES—

- ☐ A team approach that involves teachers, food service staff members, parents, and students in promoting nutrition awareness through an articulated curriculum of lessons, activities, displays, games, and incentive awards.
- ☐ Training for teachers and food service staff that focuses on innovative teaching techniques to promote increased nutrition knowledge and better food consumption habits by students.
- ☐ Sequential curriculum guides that are correlated with appropriate grade levels to allow teachers to individualize instruction (over 150 lessons).
- ☐ Games that have been designed as self-instructional tools or for small-group instruction.

SJNEP EFFECTIVENESS AND EXPECTATION—

- ☐ Students achieved a 13-19% increase in cognitive knowledge. Platewaste studies demonstrated that project students increased consumption of all food on the school lunch, especially vegetables, salad, fruit, whole grain bread, and milk.

SJNEP USERS—

☐ CLINTON CITY SCHOOLS:	Teachers - 112		
	Students - 1973	Administrators - 2	
☐ DURHAM CITY SCHOOLS:	Teachers - 11		
	Students - 148	Administrators - 3	
☐ FRANKLINTON CITY SCHOOLS:	Teachers - 29		
	Students - 550	Administrators - 5	
☐ HALIFAX COUNTY SCHOOLS:	Teachers - 28		
	Students - 425	Administrators - 2	
☐ NORTHAMPTON COUNTY SCHOOLS:	Teachers - 19		
	Students - 600	Administrators - 1	
☐ RED SPRINGS CITY SCHOOLS:	Teachers - 34		
	Students - 550	Administrators - 5	
☐ ROBESON COUNTY SCHOOLS:	Teachers - 8		
	Students - 850	Administrators - 5	

SJNEP was developed in California.

Good nutrition lessons require planning between school food service personnel and classroom teachers.

Students sample fossils they have studied in class.

STARWALK

STARWALK IS—

- ☐ An earth/space science program for elementary students.
- ☐ Nationally validated for grades 3 and 5; also been used in other grades.

STARWALK PROVIDES—

- ☐ Instruction in earth/space concepts which accommodates various developmental levels.
- ☐ Lessons structured around three visits to a planetarium. In-service orientation and technical assistance as well as a management system for scheduling of students.
- ☐ One-day training at adopter site.

STARWALK EFFECTIVENESS AND EXPECTATIONS—

- ☐ Third grade students improve their knowledge of earth/space concepts related to seasons, distance, and time significantly more than a comparison group of similar students studying the same curriculum with a different method.
- ☐ Fifth grade students improve their knowledge of earth/space concepts related to seasons, weather, distance, and time significantly more than a comparison group of students.

STARWALK USER—

- ☐ DARE COUNTY SCHOOLS: Teachers - 16
  Students - 376 Administrators - 3

STARWALK was developed in Illinois.

STUDENT TEAM LEARNING

STUDENT TEAM LEARNING IS—

- ☐ A set of instructional techniques placing students in four- or five-member heterogeneous learning teams to master basic skills.
- ☐ Nationally validated for grades 3-12.

STUDENT TEAM LEARNING PROVIDES—

- ☐ Training in three major techniques:
  - Student Teams Achievement Divisions (STAD): Students study worksheets in teams following teacher presentation, take quizzes individually whose scores are summed for a team total score which is published in a weekly newsletter.
  - Teams-Games-Tournaments (TGT): Similar to STAD, except that students display their learning by playing academic games instead of taking quizzes.
  - Jigsaw: Students become "experts" on topics relating to narrative material they have read and teach these topics to their teammates.
- ☐ An initial 2-day teacher training workshop and a one-day follow-up workshop.

STUDENT TEAM LEARNING EFFECTIVENESS AND EXPECTATIONS—

- ☐ The objectives of Student Team Learning are to increase student academic achievement in basic skills and to promote better social and racial relations by having students cooperate and work together in their classrooms.
- ☐ Evaluation of student outcomes is accomplished through pre- and post-test measurement on subject-specific instruments provided by the project.

STUDENT TEAM LEARNING USER—

- ☐ DARE COUNTY SCHOOLS: Teachers - 12; Students - 300; Administrators - 5

STUDENT TEAM LEARNING was developed in Maryland.

Dare County teachers participate in a Student Team Learning workshop.

TALENTS UNLIMITED

TALENTS UNLIMITED IS—

- ☐ A structured attempt to apply a multiple-talent theory approach to the regular classroom situation.
- ☐ Nationally validated for grades 1-6.

TALENTS UNLIMITED PROVIDES—

- ☐ Training to help teachers recognize and nurture multiple talents in children of varying ability levels including talents in the area of:
  - Productive thinking
  - Communication
  - Forecasting
  - Decision-making
  - Planning
  - Academic areas.
- ☐ A structured attempt to implement and evaluate at the elementary level the multiple-talent theory as defined by Dr. Calvin Taylor.
- ☐ Models for teacher training, student instruction, and evaluation.
- ☐ Two days of training for classroom implementation.

TALENTS UNLIMITED EFFECTIVENESS AND EXPECTATION—

- ☐ Talents Unlimited is based on sound educational and psychological research in learning and can operate within any organizational pattern.

TALENTS UNLIMITED USER—

- ☐ ROCKY MOUNT CITY SCHOOLS: Teachers - 17
  Students - 2340 Administrators - 8

TALENTS UNLIMITED was developed in Alabama.

TALK

(Teaching Activities for Language Knowledge)

TALK IS—

- ☐ A program designed to improve expressive and receptive vocabulary skills and language. TALK encourages the use of positive reinforcement, active participation, creative thought, and fun in learning.
- ☐ Nationally validated for students in grades K-3 scoring at the 50th percentile or below on a standardized reading test.

TALK PROVIDES—

- ☐ A TALK lesson manual that includes lessons in:
  - Listening skills
  - Grammatical skills
  - Describing and defining
  - Personal and social awareness
  - Choral speaking
  - Story-telling
  - Creative dramatics and puppets
  - Speaking and hearing science
- ☐ A one-day training session for language specialists and classroom teachers.

TALK EFFECTIVENESS AND EXPECTATION—

- ☐ Talk students have shown gains of 30% to 80% on standardized tests for receptive and expressive language. These highly significant gains have been obtained at all grade levels.

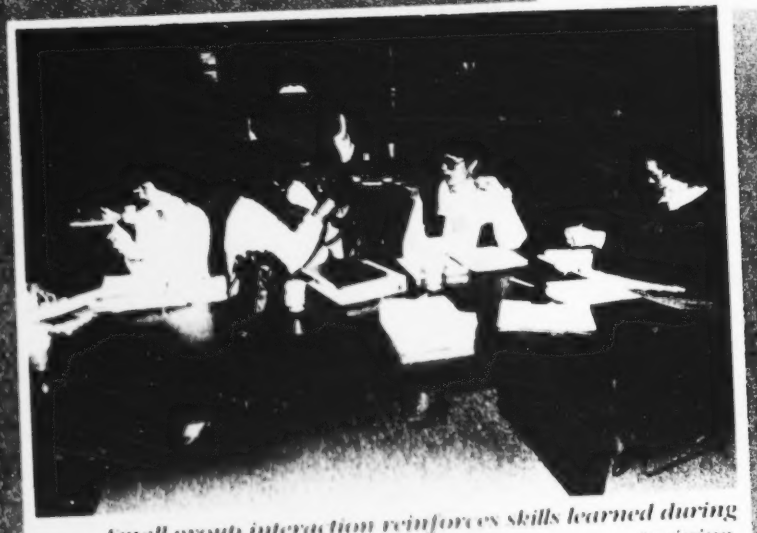
TALK USERS—

☐ BUNCOMBE COUNTY SCHOOLS:	Teachers -	4	
	Students -	430	Administrators - 8
☐ MOORESVILLE CITY SCHOOLS:	Teachers -	14	
	Students -	350	Administrators - 5
☐ RANDOLPH COUNTY SCHOOLS:	Teachers -	20	
	Students -	133	Administrators - 2

TALK was developed in Illinois.

Developer Demonstrator Stephanie Hendee conducts a TALK training.

Teachers practice TALK exercises.



Small group interaction reinforces skills learned during training.

WR.I.T.&E.

(Writing is Thorough and Efficient)

WR.I.T.&E. IS—

- ☐ A writing program designed to improve students' writing competency and fluency in composing by using a process approach to writing. This is developmentally tailored to students' needs.
- ☐ Nationally validated for K-12.

WR.I.T.&E. PROVIDES—

- ☐ A student activities component of the curriculum that features teacher modeling, journal writing, teaching the language literacy skills as a part of the writing process, and a Young Authors Conference.
- ☐ A staff development component of the curriculum that offers experiences for the Teacher as a Writer, Teacher as a Researcher, and Teacher as an Educator.
- ☐ A three-day workshop designed to prepare teachers for using WR.I.T.&E. teaching techniques.

WR.I.T.&E. EFFECTIVENESS AND EXPECTATION—

- ☐ Based upon the results of three experimental studies across different grade levels, students receiving instruction with the WR.I.T.&E. curriculum significantly outperformed comparable control groups in writing ability as measured by the Holistic Writing Assessment.

WR.I.T.&E. USER—

- ☐ LEE COUNTY SCHOOLS: Teachers - 28; Students - 700; Administrators - 2

WR.I.T.&E. was developed in New Jersey.

ZOO

(ZOO Opportunities Outreach)

ZOO IS—

- ☐ A series of curriculum materials related to the study of animals to supplement and enrich existing classroom programs through experimental learning.
- ☐ Nationally validated for students of all abilities, K-6.

ZOO PROVIDES—

- ☐ A science-oriented animal studies program that offers varied multi-sensory and multimedia learning experiences to augment zoo field trips.
- ☐ Project-developed materials that include units on animal characteristics, animal behavior, and animal homes and habitats for primary grades; and classification, adaptation, and interdependence for the intermediate grades.
- ☐ A teacher's unit book containing background and introductory information, activity suggestions, and a bibliography of resources. Activities through which students experience not only science but aspects of language, mathematics, social studies, music, and art.
- ☐ A one-day training session for teachers.

ZOO EFFECTIVENESS AND EXPECTATION—

- ☐ Students in project classrooms gained significantly more than comparison students in their knowledge and understanding of the concepts and processes of each of the project units.

ZOO USER—

- ☐ GUILFORD COUNTY SCHOOLS: Teachers - 150; Students - 500; Administrators - 2

ZOO was developed in North Carolina.

Teachers from Jesse Wharton and Millis Road Elementary schools participate in a Project Zoo training workshop.

NORTH CAROLINA DEMONSTRATION SITES

Each Developer Demonstrator program receiving federal dissemination funds maintains a demonstration classroom or school where visitors are welcome to see a program in action. These programs are located across the United States. Several programs have demonstration sites in North Carolina; they are:

BOOKS & BEYOND ..... Rowan County
CLIMB ..... Alexander County, Brunswick County, Currituck County, Mooresville City
CONSERVATION FOR CHILDREN ..... Rowan County
EARLY PREVENTION OF SCHOOL FAILURE ..... Durham City
FAST ..... Wake County
KIDS KITS ..... Chatham County
TALK ..... Alamance County

Persons interested in visiting a demonstration site should contact the North Carolina State Facilitator.